

# THE NEW NATIONAL CURRICULUM FOR PRIMARY SCHOOLS

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25<sup>th</sup> September 2013

# Agenda

9.30 – 10.45	Overview of the new programmes of study – English, mathematics, and science
10.45 – 11.00	Coffee
11.00 – 11.45	Overview of the new programmes of study – foundation subjects
11.50 – 1.00	What is the strategic direction for the implementation of the new curriculum for your school?
1.00 – 1.45	Lunch
1.45 – 3.30	How can the new curriculum be implemented – practical tools

# Aims – session 1

- To gain an overview of the programmes of study for English, mathematics and science.
- To look at the content in more detail for these subjects, and consider the implications for implementation.
- To gain an overview of the programmes of study for the Foundation Subjects.
- To look at the content in more detail for some of these subjects, and consider the implications for implementation.

# The new National Curriculum can be found at:

<https://www.gov.uk/government/organisations/department-for-education/series/national-curriculum>

# The aims of the new curriculum

- The National Curriculum provides pupils with an **introduction to the core knowledge** that they need to be **educated citizens**. It introduces pupils to the **best that has been thought and said**; and helps engender an **appreciation of human creativity and achievement**.
- The National Curriculum is **just one element** in the education of every child. There is **time and space in the school day** and in each week, term and year to **range beyond the National Curriculum specifications**. The National Curriculum provides an **outline of core knowledge** around which teachers can develop **exciting and stimulating lessons** to promote the development of pupils' knowledge, understanding and skills as part of the wider school curriculum.

# New attainment targets

The same for every subject:

‘By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study’.

# Timetable of changes

- From September 2013 the following may be disapplied:
  - the programmes of study, attainment targets and statutory assessment arrangements for **English, mathematics and science** for pupils in **Year 3 and Year 4**
  - the programmes of study and attainment targets at **Key Stages 1 and 2** from September 2013 for **all foundation subjects**
- 'Schools will still be required to teach the *subjects* of the National Curriculum but they will not have to teach the current prescribed *content* of the current programmes of study'
- For the purposes of Key Stage 1 assessment arrangements and Key Stage 2 assessment and testing arrangements in English, mathematics and science, we need to retain the existing programmes of study attainment targets and assessment arrangements
  - In 2013/14, for Years 1, 2, 5 and 6
  - In 2014/15 for Years 2 and 6

# Structure and subjects

- The same key stage structure
- Three core subjects:
  - English
  - Mathematics
  - Science
- Eight foundation subjects:
  - Art and design
  - Computing
  - Design and technology
  - Foreign Languages
  - Geography
  - History
  - Music
  - Physical Education



# Changes to the programmes of study

- All three core subjects have a considerably detailed programme of study.
- Foundation subjects are shorter (between 3-6 pages each).
- Each subject has, as an introduction:
  - 'Purpose of Study'
  - (subject specific) 'Aims'
  - Overarching paragraphs on key themes (for core subjects, such as spoken language, ICT)
  - 'School Curriculum' (for core subjects, which sets out the flexibility around each PoS as implemented in schools)
  - 'Attainment Targets' (the common statement)

# Changes to the programmes of study

- A common theme of oracy (including, frequently, subject specific vocabulary)
- Seemingly knowledge focused though skills can be found (frequently in the introductory paragraphs).

# The school curriculum

All schools are also required **to set out their school curriculum on a year-by-year basis** and make this information available online.

# English - aims

The overarching aim for English in the National Curriculum is to promote **high standards of literacy** by equipping pupils with a strong command of the written and spoken word, and to develop their love of literature through widespread reading for enjoyment. The National Curriculum for English aims to ensure that all pupils:

- read easily, **fluently** and with good understanding
- develop the habit of **reading widely and often, for both pleasure and information**
- acquire a wide **vocabulary**, an understanding of **grammar** and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary **heritage**
- **write clearly, accurately and coherently**, adapting their language and style in and for a range of contexts, purposes and audiences
- use **discussion in order to learn**; they should be able to elaborate and explain clearly their understanding and ideas
- are **competent in the arts of speaking and listening**, making formal presentations, demonstrating to others and participating in debate

# English - organisation

- Spoken Language (cross year groups – no clarity regarding progression).
- Reading
  - Word reading
  - Comprehension (listening and reading)
- Writing
  - Transcription (spelling and handwriting)
  - Composition (articulating ideas and structuring them in speech and writing; vocabulary, grammar and punctuation)
- Statutory appendices – spelling, and vocabulary, grammar and punctuation
- Non-statutory glossary of grammatical terms.
- Statutory requirements, and notes and guidance (non-statutory)
- Year 1, 2, 3 and 4, 5 and 6 – each with an overarching description of provision/expectations.

# English – key features

- Fairly minor changes to programme of study itself, in comparison with the final draft (though layout is different).
- Systematic phonics to ensure every child can decode – a focus on phonics across both key stages (including a mention in years 5 and 6).
- Strong focus on spelling, grammar and punctuation.
- The 'simple view of reading'.
- Reading whole books explicitly mentioned.
- General shift upwards in expectations
- Drama (new paragraph within overview), ICT not mentioned
- Reciting poetry

# Mathematics -aims

The National Curriculum for mathematics aims to ensure that all pupils:

- become **fluent** in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply their knowledge rapidly and accurately
- **reason mathematically** by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language
- can **solve problems** by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.

# Mathematics - organisation

- Years 1, 2, 3, 4, 5 and 6 – each separately and with an overarching description of provision/expectations for each 'phase'.
- Statutory requirements, and notes and guidance (non-statutory)
- Number
  - Number and place value
  - Addition and subtraction
  - Multiplication and division
  - Fractions (including decimals from Year 3, and percentages from Year 5)
  - Ratio and proportion (from year 6)
  - Algebra (from year 6)
- Measurement
- Geometry
  - Properties of shapes
  - Position and direction
- Statistics (from year 2)
- Appendix exemplifying formal written methods



# Mathematics – key features

- Fairly minor changes to programme of study itself, in comparison with the final draft (though layout is different).
- The need to make connections despite the organisation in the programme of study into domains.
- The application of maths into other subjects.
- ICT is mentioned
- Shape becomes geometry
- A shift upwards in expectations (but not in all aspects)
- Handling Data becomes statistics.
- No AT1 – but needs to be threaded throughout (see the aims, also the language used throughout often has a problem solving ‘feel’).

# Science - aims

The national curriculum for science aims to ensure that all pupils:

- develop **scientific knowledge and conceptual understanding** through the specific disciplines of biology, chemistry and physics
- develop understanding of the **nature, processes and methods of science** through different types of science enquiries that help them to answer scientific questions about the world around them
- are equipped with the scientific knowledge required to understand the **uses and implications** of science, today and for the future.

# Science - organisation

- PoS set out year-by-year. Schools are, however, only required to teach the relevant programme of study by the end of the key stage allowing flexibility in when they introduce content.
- Statutory requirements, notes and guidance (non-statutory)
- 'Working scientifically is' not a separate strand but embedded in content.
- Developing their scientific vocabulary and articulating scientific concepts clearly and precisely is an overarching requirement

# Science – key features

- “Life Processes & Living Things” is now divided into “Animals including humans”, “Plants” and “Living things and their habitats”
- “Materials and their properties” now comes under the headings “Everyday materials” and “Uses of everyday materials”
- All “Physical processes” content has been moved to KS2 and there is more demand in Year 6 where children are required to study voltage of cells in electricity..
- The study of Evolution and inheritance has been added to the new curriculum as a unit of study in Year 6
- ‘Much less content at KS1. Heavily leaning to observe nature – plants, animals, seasonal changes and materials.
- Some content, including magnetism, the digestive system and respiration, will be taught much earlier than in the current curriculum.
- New content has been added about the solar system, speed and evolution and there is an increased focus on practical scientific experiments and demonstrations.
- It is suggested in the notes and guidance that pupils will also study the lives of famous scientists such as Charles Darwin and Sir Isaac Newton.

# Science – topics by year group

- Plants (Years 1,2 and 3)
- Animals including humans (Years 1,2,3,4,5 and 6)
- Living things and their habitats (Years 2,4,5 and 6)
- Evolution and inheritance (Year 6)
- Everyday materials (Year 1)
- Use of everyday materials (Year 2)
- States of matter (Year 4)
- Properties and changes of materials (Year 5)
- Seasonal changes (Year 1)
- Rocks (Year 3)
- Light (Year 3 and 6)
- Sound (Year 4)
- Forces and magnets (Year 3)
- Forces (Year 5)
- Electricity (Year 4 and 6)
- Earth and space (Year 5)

# Art and Design - aims

The National Curriculum for art and design aims to ensure that all pupils:

- produce creative work, exploring their ideas and recording their experiences
- become proficient in using drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse artistic works using the language of art, craft and design
- know about the great artists, craftsmen and designers, and understand the historical development of their art forms.

# Art and design – key features

- Very limited content at both KS1 and KS2
- Materials
- Development of technique
- Artists, architects and designers in history
- Use of sketch books

# Computing - aims

The national curriculum for computing aims to ensure that all pupils:

- can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation
- can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems
- can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems
- are responsible, competent, confident and creative users of information and communication technology.



# Computing – Key features

- The subject of **Computing** replaces information and communication technology (**ICT**)
  - Computer Science - *Foundations*
  - Information Technology - *Applications*
  - Digital Literacy - *Implications*
- Children as young **as five will be** taught how to write and develop their own **computer programs** as well as learn how to store and retrieve data
- **Internet safety** will also be taught from the age of five

# Computing - organisation

- Understand use of algorithms
- Write & test simple programs
- Use logical reasoning to make predictions
- Organise, store, retrieve & manipulate data
- Communicate online safely and respectfully
- Recognise uses of IT outside of school
- Design & write programs to achieve specific goals, including solving problems
- Use logical reasoning
- Understand computer networks
- Use internet safely and appropriately
- Collect and present data appropriately
- Design & write programs to solve problems
- Use sequences, repetition, inputs, variables and outputs in programs
- Detect & correct errors in programs
- Understand uses of networks for collaboration & communication
- Be discerning in evaluating digital content

# Design and Technology - aims

The national curriculum for design and technology aims to ensure that all pupils:

- develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world
- build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users
- critique, evaluate and test their ideas and products and the work of others
- understand and apply the principles of nutrition and learn how to cook.

# Design and Technology - organisation

- Slim programme of study for KS1 and KS2
- Through creative and practical activities and a variety of contexts, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making.
- The PoS has four key elements:
  - Design
  - Make
  - Evaluate
  - Technical Knowledge
- Cooking and nutrition is included separately with learning objectives for KS1 and 2

# Design and Technology – Key features

- Changed significantly from draft PoS:
  - The references to repair and maintenance have gone and have been replaced by an increased level of technical sophistication.
  - Key stage 1 pupils will learn about structures and mechanisms and use this knowledge when designing and making.
  - Key stage 2 pupils will learn about and use electrical and mechanical systems, apply their understanding of computing to control their products, and carry out computer-aided design.
  - New curriculum includes a list of ways for students to communicate their ideas: *annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design*

# Geography - aims

- Develop contextual knowledge of the **location of globally significant places – both terrestrial and marine** – including defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes.
- Understand the **processes that give rise to key physical and human geographical features** of the world, how these are interdependent and how they bring about spatial variation and change over time.
- Are competent in the **geographical skills** needed to:
  - **Collect, analyse and communicate** with a range of data gathered through experiences of **fieldwork** that deepen their understanding of geographical processes;
  - **Interpret a range of sources** of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS);
  - **Communicate geographical information** in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

# Geography - organisation

- Locational knowledge
- Place knowledge
- Human and physical geography
- Geographical skills and fieldwork

# Geography – key features

- Geographical skills identified are more limited (eg questioning, and 'identifying and explaining different views', are not explicit now).
- No KS1 comparison with other UK locations – comparison with a 'contrasting non-European country'.
- Europe and the Americas covered at KS2.
- Factual knowledge, including:
  - continents and oceans at KS1
  - Identification of rivers, mountains in the UK at KS2
- Use of compass at KS1 and OS four –figure grid references.
- Identification of wider range of key vocabulary.
- Explicit mention of aerial photographs and plan perspectives at KS1.
- No mention of environmental stability



# History - aims

- Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.
- Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind.
- Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'.

# History - aims

- Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses.
- Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.
- Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

# History – key features at KS1

- Very similar to 2000 curriculum
- Changes since the draft (no more greater emphasis on historical vocabulary – monarchy, parliament, democracy, war and peace; or the concept of a nation and its history).
- The lives of significant individuals
- Key events that are significant, nationally and globally
- Significant historical events and people in pupils' own locality

# History – key features at KS2

- Stone Age and Iron Age
- Roman Empire and its impact on Britain
- Anglo-Saxons and Scots
- Vikings
- Local History
- ‘an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066’
- ‘earliest civilisations’ – beyond Britain.
- Ancient Greece
- Slimmed down content in comparison with draft
- No longer the requirement to teach these chronologically, though must develop a ‘chronologically secure knowledge’ of the history.

# Foreign Language - aims

- Understand and respond to spoken and written language from a variety of authentic sources
- Speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation.
- Can write at varying length, for different purposes and audiences, using the variety of grammatical structures they have learnt.
- Discover and develop an appreciation of a range of writing in the language studied.

# Foreign Language – key features

- KS2 only
- Any modern or ancient foreign language (no list as in draft)
- Focus on practical communication
- Similarity with Framework for Languages (though no cultural understanding element).

# Music - aims

The national curriculum for music aims to ensure that all pupils:

- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

# Music – Organisation and features

- Slim Programmes of Study for KS1 and 2
- **In key stage 1** pupils should be taught to:
  - use their voices expressively
  - play tuned and untuned instruments
  - listen to a range of live and recorded music
  - experiment with, create, select and combine sounds
- **In key stage 2** Pupils should be taught to
  - play and perform in solo and ensemble contexts,
  - improvise and compose music
  - recall sounds with increasing aural memory
  - use and understand musical notations
  - appreciate and understand live and recorded music drawn from different traditions and from great composers



# Physical Education - aims

The national curriculum for physical education aims to ensure that all pupils:

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives.

# Physical Education – organisation

## **In Key stage 1** Pupils should

- be able to engage in competitive activity
- be taught to master basic movements and apply these in activities
- participate in team games,
- perform dances using simple movement patterns.

## **In Key stage 2** Pupils should

- continue to apply and develop a broader range of skills
- enjoy communicating, collaborating and competing with each other
- be taught to: play competitive games,
- develop flexibility, strength, technique, control and balance
- perform dances using a range of movement patterns
- take part in outdoor and adventurous activity challenges
- demonstrate improvement to achieve their personal best.

## **Swimming and water safety**

- All schools must provide swimming instruction either in key stage 1 or 2.